

DOCUMENT RESUME

ED 325 468

SP 032 711

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TITLE Constructive Feedback. Learning the Art: The Story of Oliver and Taylor.
REPORT NO ISBN-0-7744-0351-9
PUB DATE 90
NOTE 121p.
AVAILABLE FROM Ontario Institute for Studies in Education, 252 Bloor St. West, Toronto, Ontario, Canada M5S 1V6 (\$24.50).
PUB TYPE Statistical Data (110) -- Reports - Descriptive (141)
EDRS PRICE Document Not Available from EDRS.
DESCRIPTORS *Collegiality; *Feedback; Foreign Countries; Inservice Teacher Education; *Interaction Process Analysis; Physics; *Professional Development; Reinforcement; *Science Instruction; Secondary Education

ABSTRACT

This case study is an inquiry about feedback in the context of professional development. It tells the story of the feedback process between a teacher and his colleague as they work with a group of adolescent science students. The entire process is reported in a day-to-day description of the interaction between the two men: (1) "Beginning the Process," (2) "Feedback Overload," (3) "Different Perspectives on Success," (4) "Being Explicit about the Process," (5) "Co-operative Planning," (6) "A Crisis with the Process," (7) "A Change in Tone Contributes to Co-operation," (8) "Returning to a Former Mode of Feedback," (9) More Talk about the Process," (10) "Boundaries of Discussion," (11) "Constructive Feedback Deteriorates," (12) "Co-operative Work," and (13) "Stress of the Process." (JD)

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